DOCUMENT RESUME

ED 208 058 TM 810 821

TITLE Regents Examinations and Competency Tests: School Administrator's Manual. 1981 Edition.
INSTITUTION New York State Education Dept., Albany. Bureau of Elementary and Secondary Educational Testing.
PUB DATE 81
NOTE 64p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Disabilities; *Graduation Requirements; *Minimum Competency Testing; Scoring; Secondary Education; *State Programs; Testing; Testing Problems; *Testing Programs
IDENTIFIERS *New York State Regents Examinations; Test Reporting

ABSTRACT

Intended for use by school administrators, guidance counselors, teachers, and proctors, this manual contains general information on Regents examinations and competency tests. Specifically, the regulations and procedures for ordering, administering, and rating these examinations are described. Information is also included about the competency testing requirements for a local diploma, the Regent endorsement of a local diploma, and the granting of credit for Regents courses. Information for further technical assistance is provided. (Author/GK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED208058

Regents Examinations & Competency Tests

School Administrator's Manual 1981 Edition

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R Trombly

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TM 810 821

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Elementary and Secondary Testing Programs
Albany, New York 12234

Regents Examinations and Competency Tests

School Administrator's Manual

1981 Edition

The University of the State of New York
The State Education Department
Bureau of Elementary and Secondary Testing Programs
Albany, New York 12234

3

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University *(with years when terms expire)*

1988	WILLARD A. GENRICH, LL.B., L.H.D., LL.D., Litt.D., D.C.S., D.C.L. *Chancellor*	Buffalo
1981	J. EDWARD MEYER, B.A., LL.B. *Vice Chancellor*	Chappaqua
1986	KENNETH B. CLARK, A.B., M.S., Ph.D., LL.D., L.H.D., D.Sc.	Hastings on Hudson
1983	HAROLD E. NEWCOMB, B.A.	Owego
1982	EMLYN I. GRIFFITH, A.B., J.D.	Rome
1983	MARY ALICE KENDALL, B.S.	Rochester
1984	JORGE L. BATISTA, B.A., J.D., LL.D.	Bronx
1986	LAURA BRADLEY CHODOS, B.A., M.A.	Vischer Ferry
1987	MARTIN C. BARELL, B.A., I.A., LL.B.	Kings Point
1984	LOUISE P. MATTEONI, B.A., M.A., Ph.D.	Bayside
1987	R. CARLOS CARBALLADA, B.S.	Arcade
1981	FLOYD S. LINTON, A.B., M.A., M.P.A., D.C.L.	Miller Place
1981	SALVATORE J. SCLAFANI, B.S., M.D.	Staten Island

President of The University and Commissioner of Education
GORDON M. AMBACH

Executive Deputy Commissioner of Education
JOSEPH J. BLANEY

Deputy Commissioner for Elementary, Secondary, and Continuing Education
ROBERT R. SPILLANE

FOREWORD

The Regents Examinations and Competency Tests: School Administrator's Manual is intended for use by school administrators, guidance counselors, teachers, and proctors. It contains general information on Regents examinations and competency tests as well as the specific regulations and procedures for ordering, administering, and rating these examinations. It also contains information concerning the competency testing requirements for a local diploma, the Regents endorsement of a local diploma, and the granting of credit for Regents courses. School administrators and guidance counselors who are involved in these examination programs should be thoroughly familiar with the contents of this manual. Teachers and proctors responsible for the administration of Regents examinations and competency tests should be thoroughly familiar with the sections of this manual entitled "Conducting the Examinations" and "Instructions to Pupils."

The Division of Educational Testing has overall responsibility for the general administration of Regents examinations and competency tests. All questions and comments concerning Regents examination and competency test policy and procedures should be addressed to that division. Examples of such matters would be questions concerning the competency testing requirements for a local diploma, requirements for a State Regents diploma, modified testing procedures for handicapped and non-English-speaking pupils, admission to examinations, rating of papers, and scheduling of examinations. All other questions that deal with the curricular impact of Regents examinations and competency tests should be addressed to the appropriate subject bureau in the Office of General Education and Curricular Services.

CONTENTS

	PAGE
General Information	1
Purposes of the Examinations	1
Examination Centers	1
Subjects	2
Dates of Administration	2
Attendance Records	3
Admission Requirements	3
Required Use	4
Ordering and Administering Regents Examinations and Competency Tests	6
Distribution of Order Forms and Informational Materials	6
Ordering Examination Materials	6
Safeguarding Examination Materials	9
Shipment and Emergency Supplies of Examination Materials	11
Preparations for Testing	12
Conducting the Examinations	15
Instructions to Pupils	20
Administering Examinations to Handicapped Pupils	25
Administering Restricted Examinations	26
Rating, Reporting and Department Review of Regents Examinations and Competency Tests	29
Rating Examination Papers	29
Recording Examination Scores	31
Examination Reports and Return of Examination Materials	32
Department Review of Examination Papers	36
Interpreting Examination Scores	38
Regents Credit and Regents Endorsement of Local Diplomas	39
Granting Credit for Regents Courses	39
Regents Endorsement of Local Diplomas	40

Appendixes 43
I. Extracts from the Regulations of the Commissioner of Education 43
II. SAT and ACT Scores Acceptable for Meeting Competency Requirements for a Local High School Diploma 47
III. College Board Achievement Test Scores Acceptable for Meeting Requirements for a Regents Diploma 48
IV. Alternative Testing Procedures for Pupils Whose Native Language is Other Than English 49
V. Modifications in Testing Procedures for Pupils With Handicapping Conditions 53

Index 55

GENERAL INFORMATION

Purposes of the Examinations

Regents examinations are achievement tests based on State courses of study used in grades 9-12. Prepared by teacher examination committees and Department subject and testing specialists, they provide schools with a basis for evaluating the quality of the instruction and learning that have taken place. They are used by school personnel to identify major learning goals, offering both teachers and pupils a guide to important understandings, skills, and concepts. The examinations also provide pupils, parents, counselors, administrators, college admissions officers, and employers with objective and easily understood achievement information for use in making sound educational and vocational decisions. Passing scores on the Regents examinations in English and mathematics satisfy the competency testing requirements for a high school diploma.

Regents competency tests are achievement tests in the basic skills of reading, writing and mathematics. They are used to assess pupil proficiency in these basic skills; passing scores satisfy the competency testing requirements for a high school diploma. The Regents competency tests in reading and writing are administered to pupils in grades 11 and 12. The Regents competency test in mathematics is administered to pupils in grades 9-12 after they have completed the required high school course in mathematics.

Examination Centers

Regents examinations and competency tests may be administered only at official centers within the State of New York. The official centers include (a) all registered secondary schools and (b) other educational institutions that have been given specific approval to administer Regents examinations and competency tests.

The school principal or chief administrative officer of the examination center is responsible for the enforcement of the regulations for administering Regents examinations and competency tests.

Subjects

Regents examinations and competency tests are provided in the subjects listed below.

Regents Examinations

Business Subjects
- Bookkeeping and accounting II
- Business law
- Business mathematics
- Shorthand II and transcription

English

Foreign Languages
- French
- German
- Hebrew
- Italian
- Latin
- Spanish

Mathematics
- Ninth year mathematics
- Tenth year mathematics
- Eleventh year mathematics
- Sequential math, course I
- Sequential math, course II
- Sequential math, course III

Science
- Biology
- Chemistry
- Earth science
- Physics

Social Studies

Competency Tests

- Mathematics
- Reading
- Writing

Information on approved programs of study for the examinations listed above may be obtained from the Office of General Education and Curricular Services.

Dates of Administration

Each fall, schools are given official notice of the Regents examination and competency test schedules for the school year. Regents examinations in all 22 subjects listed previously are offered each year in June, and a limited number of examinations are offered each January and August. The three competency tests in mathematics, reading, and writing are offered each year in January, June, and August. Additional examination periods may be scheduled by the Department to meet special needs.

In general, the examination periods are scheduled in accordance with the following principles:

1. January. The 3-day Regents examination period is usually scheduled so as to leave at least 3 weekdays at the end of January for school reorganization purposes.
2. June. The 5-day Regents examination period is normally scheduled to begin on the Monday that falls between June 14 and June 20, inclusive. This provides at least 4 but no more than 8 weekdays remaining in June after the examination period.
3. August. A single day of examinations is scheduled to follow the 30-day period recommended for summer school sessions.

Attendance Records

A school may claim a total of 3 "Regents examination days" for the purposes of administering the January Regents examinations and competency tests and 5 days for the June Regents examinations and competency tests.

For such Regents examination days, each school administering examinations may omit the record of attendance for the purpose of computing average daily attendance for State aid for the pupils in the grade levels in which the examinations were given. The record of attendance for other grades located in the same building may also be omitted if it is necessary to suspend instruction for those grades in order to provide adequate staff and space for administration of the examinations. Schools are expected to continue regular instruction to the fullest extent possible. Regents examination days count toward fulfilling the requirement that school districts provide at least 180 days of instruction during each school year.

Admission Requirements

Regents Examinations

All pupils who have completed, in an approved school, the course of study leading to a Regents examination have the right to be admitted to that Regents examination. In the case of a science Regents examination, only those pupils who also have met the laboratory requirements may be admitted.

If the pupil is enrolled during the regular school year in an approved high school other than the school in which the examination is to be administered, the written permission of the principal of such other

school is required. The school administering the examination may require that pupils from another school provide adequate prior notice, present satisfactory personal identification, and pay a reasonable fee to cover administrative and rating costs.

Persons who have not completed Regents courses may be admitted to Regents examinations for the purpose of demonstrating academic proficiency acquired through independent, out-of-school or other study, at the discretion of the principal of the school administering the examinations. Schools should develop local criteria for the admission of such persons to Regents examinations and for the granting of credit to those who pass the examinations. In the case of the science Regents examinations, the laboratory requirements must be met before admission to the examination. These requirements can be met through industrial and commercial experiences or by completing the necessary number of school laboratory exercises.

Competency Tests

Pupils may be admitted to the Regents competency test in mathematics after completing one unit of mathematics in grades 9-12. The test is based on the course of study entitled "General High School Mathematics," which was published in August 1978.

Only pupils enrolled in grades 11 and 12 may be admitted to the Regents competency tests in reading and writing. Thus, a pupil may take these tests initially in January of the eleventh grade.

No eligible pupil may be denied for any reason an opportunity to take the Regents competency tests.

Required Use

Regents Examinations

Section 3.35 of the Regents Rules relating to apportionment provides in part that schools receiving State aid shall make general use of Regents examinations in the senior high school grades. Nothing in this section, however, prohibits State aid to any school whose courses have been approved and whose examinations are accepted in lieu of Regents examinations.

Regents examinations are designed to measure the achievement of pupils of average and above average ability who have had instruction

based on State courses of study. They are therefore not appropriate measures of the achievement of all secondary school pupils. The number of pupils in any one high school who should take Regents examinations will differ according to the needs and abilities of the pupils enrolled in the school and the nature of the courses offered. In each school system considered as a whole, however, it is reasonable to expect that Regents examinations will be administered to at least half of the pupils enrolled in senior high school and that when a pupil has pursued a Regents-type course to its completion, the pupil will take the Regents examination prepared for that course.

Competency Tests

Section 103.2 of the Regulations of the Commissioner of Education (see Appendix I) indicates that pupils must demonstrate competency in the basic skills of reading, writing, and mathematics in order to obtain a high school diploma. Several alternative methods of demonstrating competency are available.

Competency in reading and writing may be demonstrated by passing the Regents competency tests in each of these subjects, by passing the Regents comprehensive examination in English, or by obtaining minimum acceptable scores on the College Board's Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT) tests. (See Appendix II.) Pupils whose native language is other than English, who enter after grade 8 a school where English is the predominant language of instruction, may use an alternative procedure to demonstrate competency in reading and writing. When using this procedure, pupils must demonstrate (1) proficiency in reading and writing in their native language and (2) reasonable progress toward mastery of the English language. Additional information concerning this procedure is provided in Appendix IV.

Competency in mathematics may be demonstrated by passing the Regents competency test in mathematics, by passing any Regents examination in mathematics, including business mathematics, or by obtaining minimum acceptable scores on the SAT or ACT. (See Appendix II.) The Regents competency test in mathematics is available in several foreign languages, including Spanish, French, and Chinese.

ORDERING AND ADMINISTERING REGENTS EXAMINATIONS AND COMPETENCY TESTS

Distribution of Order Forms and Informational Materials

Two sets of materials concerning the ordering and administration of Regents examinations and competency tests are sent to schools for each examination period. The first set of materials includes an order form, a memorandum containing information for ordering examination materials, and an examination schedule. The materials for ordering are mailed well in advance of the January and June examination periods to all registered secondary schools and to other educational institutions that have been given specific approval to administer Regents examinations and competency tests. The materials for ordering the August examinations are mailed to all approved summer secondary schools. Other schools wishing to administer August examinations should request order forms by writing to the Bureau of Elementary and Secondary Testing Programs.

The second set of materials is sent approximately four weeks before each examination period to the principal of each school ordering materials for that examination period. The second set of materials includes two memorandums that contain specific information for each examination period. The first memorandum contains information concerning the shipping and the administration of the examinations as well as the reporting of examination results and the return of examination materials to the Department. The second memorandum contains information concerning the format and content of the examinations scheduled for each examination period.

Ordering Examination Materials

General Ordering Procedures

Only examination materials that will be administered to pupils during an examination period should be ordered on the order form provided by the Department. Examination materials that will be used for review purposes should be ordered by separate letter. The examination materials ordered for review purposes will not be shipped until after

each examination period. The completed order form should be returned by the date specified in the ordering instructions.

When ordering regular examination booklets, answer sheets for the competency tests in reading and mathematics, and answer sheet pads for the competency test in writing, order the number of materials needed plus 5 percent to provide for unanticipated increases. When ordering scoring keys, order one scoring key for each teacher who will score papers for a subject.

No order is necessary for teacher directions, teacher dictation copies, teacher's manuals, and reference tables. The necessary quantities of these materials will be included in each examination shipment.

Examinations for Visually Handicapped Pupils

Braille and large-type test booklets are provided for all Regents examinations and competency tests and may be ordered on the regular order form. The braille and large-type test booklets ordered will be included in the regular shipment to the school. Only the exact number of copies required for the pupils actually taking each examination should be ordered. Because of the time required for the production of braille and large-type examination booklets, the Department may not be able to accept orders that are submitted after the last date set for receiving orders.

If a Regents examination or a competency test is to be administered to a visually handicapped pupil by reading the examination to the pupil, a special edition will not be necessary. The teacher can read from a regular printed edition and appropriate adjustments may be made in administration and in rating. (See "Reader-Administered Examinations," pg. 26.)

Sample copies of past examinations and reference tables in braille and large type may be borrowed from the Office for Education of Children with Handicapping Conditions, Bureau of Program Development Library, of the State Education Department. To make this loan service possible, schools are asked to return all braille and large-type examinations and reference tables after each examination period.

Examinations for Non-English-Speaking Pupils

A Spanish language edition of the ninth year mathematics Regents examination is available for Spanish-speaking pupils. This examination is

provided for only the June examination period and can be ordered on the regular order form.

Chinese, French and Spanish editions of the competency test in mathematics are available for pupils whose native language is other than English. These editions of the competency test in mathematics are available for the January, June, and August examination periods and may be ordered on the regular order form.

The alternative competency testing procedures available to non-English-speaking pupils are described in Appendix IV. As indicated, pupils may demonstrate proficiency in their native language by passing the comprehensive foreign language Regents examination in that language. For this use, schools may obtain special editions of the foreign language Regents examinations with pupil directions in the foreign language. These editions are available for each of the foreign language Regents examinations that appear on the Regents examination schedule. A separate request for these special editions should be attached to the regular order form.

Restricted Forms of Examinations

For examination periods other than June, certain Regents examinations and competency tests may be provided only in restricted form. For such examinations, each individual examination booklet is shipped to the school and returned to the Department in a sealed envelope. The envelope may be opened only by the examinee, and only on the day and hour scheduled. A teacher or proctor may *not* under any circumstances open an examination envelope or read an examination booklet. All copies of the examination booklets, whether used or unused, are to be returned to the State Education Department. When ordering the restricted form of an examination, order only the exact number of booklets required.

Reference Materials

The mathematics Regents examinations and the Regents examinations in chemistry, earth science and physics require the use of special reference tables. The necessary reference tables will be provided by the Department, and no other reference materials may be used by pupils taking these Regents examinations.

The reference tables may be printed either as a detachable part of the examination booklet or as a separate publication. Principals will be

notified in advance as to which printing method will be used in each subject. In either case, the Department will include the proper quantity of reference tables in the examination shipment, based on the number of examinations ordered. No separate order for reference tables is required.

After each examination has been administered, the reference tables should be collected for classroom use during the subsequent year. If additional tables are needed for classroom use, they may be obtained by writing to the Bureau of Elementary and Secondary Testing Programs.

Supplementary Orders

Schools that find, after submitting their order forms, that they will need additional copies of Regents examinations and competency tests may obtain such copies by supplementary order from the Bureau of Elementary and Secondary Testing Programs. However, principals are urged to make a careful survey of the needs of the school before the original order form is submitted to obviate last minute requests for examination materials. Supplementary orders entail considerable added administrative work in the Department. In addition, since printing orders must be placed at an early date, it may not always be possible to fill supplementary orders in any sizable quantity.

Safeguarding Examination Materials

It is the responsibility of the principal of each school ordering examination materials to make the necessary arrangements for safeguarding the materials shipped to the school. Before the Department will ship examination materials to a school, the principal must certify that the metal box(es) containing the examination materials will be stored in a safe or a vault that has reinforced walls and a metal door with a built-in lock. If such a safe or vault is not available in the school, the principal must make arrangements to store the examination materials in the vault of a bank or in the vault of another school, school district building, or BOCES building. If such arrangements cannot be made, it is the responsibility of the principal to notify the Bureau of Elementary and Secondary Testing Programs (518: 474-6169). After the necessary arrangements have been made, the principal must indicate on the Examination Storage Plan provided by the Department the location to which the examination materials should be shipped and the location where the examination materials will be stored.

Approximately four weeks before each examination period, the principals that ordered examination materials will be notified as to when the materials will be shipped to the locations designated by the principals. Shortly before the expected delivery date, each principal should notify all personnel who may be expected to receive the shipment that an examination shipment will be delivered within the next few days. The personnel should be instructed to contact the principal immediately upon receipt of the examination shipment.

After the examination shipment has been delivered, the metal box(es) should be immediately placed in the vault or safe at the storage location designated by the school. The Regents box keys and the combination or key to the vault or safe must be maintained under strict security conditions to preclude access to the examination materials by pupils and other unauthorized persons. When the vault or safe where the examination boxes are stored is unlocked, it must be kept under continuous supervision by school personnel.

If the examination materials are stored in a building other than the school in which the examinations will be administered, the materials for both the morning and afternoon examinations of each day may be picked up from the storage location on the morning of that day. However, the materials for an examination can *not* be picked up from the storage location before the day on which that examination is scheduled to be administered. If the materials for both the morning and afternoon examinations are picked up in the morning, the principal must ensure that the afternoon examination materials are stored in a secure location during the morning. Also, the packages containing examination booklets, teacher dictation copies, and scoring keys are *not* to be opened until the day that each examination is to be administered.

Department personnel will make unannounced visits to some schools after the examinations have been delivered to verify that the tests are being properly stored and that the packages containing examination booklets, teacher dictation copies, and scoring keys are not opened until the day that each examination is to be administered. Failure of a school to observe the appropriate security precautions may result in cancellation of the school's privilege to administer examinations.

Shipment and Emergency Supplies of Examination Materials

Shipment of Examination Materials

Examination materials are shipped to the location designated on each school's Examination Storage Plan so as to arrive a few days prior to the start of the Regents examination period. All examination materials are shipped in locked metal boxes, except for the answer sheet pads for the competency test in writing which may be shipped separately in cardboard cartons when necessary. The padlock keys are sent to the principal by first-class mail on the same day that the metal boxes are shipped.

The scoring keys for each school will either be included in the school's examination shipment or sent to a regional center, depending upon the method of shipment indicated by the principal on the school's order form. If the scoring keys for a school are sent to a regional center, the scoring keys for the examinations administered each day cannot be released until after the uniform statewide admission deadline for the morning examinations. (See "Time Regulations," pg. 15.) Schools must make the necessary arrangements to pick up the scoring keys from the regional center designated on their order forms.

Checking Receipt of Examination Materials

When the Regents box containing the examination materials is received at the school, the principal or the principal's deputy should open the box at once to verify that all examination materials ordered have been received. If the examination shipment is checked as soon as the metal boxes are received, the principal can avoid the problems that occur when the examination shipment is checked two or three days before the beginning of the examination period and it is determined that additional materials are needed.

When checking the examination shipment, the principal should use the List of Materials that will be included as part of the examination shipment. The list will indicate the different types of materials that should have been received for each examination ordered. This procedure will help to ensure that the school has all of the materials required to administer each examination ordered. The packages of examination booklets must under no condition be opened at this time. The packages may *not* be opened until the day of the examination, just early enough to permit the distribution of

materials prior to the scheduled starting time. After the check of examination materials has been completed, all examination booklets, teacher dictation copies, and scoring keys must be replaced immediately in the metal box, the box relocked and immediately placed in a safe or vault for safeguarding until the date of the examination. If any discrepancy is found between the materials ordered and the materials received, the Bureau of Elementary and Secondary Testing Programs should be notified at once.

Emergency Supplies of Examination Materials

In January and June, emergency supplies of examination materials are available from regional centers throughout the State. A list of the regional centers for each examination period is sent to each school along with its order form. If sufficient time remains before an examination, schools needing additional copies of Regents examinations and competency tests should obtain such copies from the Bureau of Elementary and Secondary Testing Programs. Examination materials will be released from the regional centers only on the day of the examination, unless prior approval has been obtained from the Bureau of Elementary and Secondary Testing Programs.

The individuals who obtain materials from a regional center must present authorization written on school stationery and signed by the principal. This authorization must identify the person and list the materials to be picked up.

Preparations for Testing

Orientation of Proctors

The principal must appoint a chief proctor for each room in which an examination is held and sufficient deputy proctors to maintain adequate supervision of pupils at all times. If both boys and girls are to take the examination, both men and women proctors should be in attendance.

Each proctor involved in the administration of Regents examinations and competency tests must read, prior to the examination date, the sections of this manual entitled "Conducting the Examinations" and "Instructions to Pupils" (pgs. 15–25). Each proctor that is involved in the administration of restricted examinations or in the administration of examinations to handicapped pupils, should also read the sections of this manual that deal with those topics. Several days before the beginning of the examination period, the specific

directions for administering and scoring the competency tests should be distributed to the proctors responsible for administering the tests. This will give proctors time to familiarize themselves with the instructions for administering Regents examinations and competency tests before the day of the examination.

A proctor orientation session should be held sometime before the beginning of each examination period. This session would allow the principal or the principal's deputy to (1) disseminate any special administrative information concerning the examination period, and (2) ensure that the proctors are familiar with the administrative procedures for the examinations which they will be administering.

All proctors must enforce in every particular the regulations for administering examinations. Each proctor must sign the Deputy and Proctor Certificate to indicate that the rules and regulations for administering examinations were properly observed.

Materials Provided by School and by Pupils

Each pupil must be provided with ruled answer paper for use with those sections of the Regents examinations where special answer sheets are not provided by the Department. If a sufficient quantity of answer sheet pads for the competency test in writing are not shipped to a school and the principal is unable to obtain an emergency supply, ruled answer paper should also be provided to pupils for the recording of answers for the writing test.

Other special materials, such as coordinate paper for the mathematics Regents examinations, and bond paper, carbon paper, and envelopes for the Shorthand II and transcription Regents examination, should be provided to pupils as required. Scrap paper should be provided to pupils for the Regents examinations and competency tests as required.

Pupils should be informed before the day of the examination that they are expected to provide their own pens, pencils, erasers, and rulers. Information concerning the use of slide rules, calculators, and dictionaries by pupils is provided in the section of this manual entitled "Use of Slide Rules, Calculators, and Foreign and English Language Dictionaries" (pg. 16).

Preparation of the Examination Room

The room in which examinations are administered should be well lighted, well ventilated, and quiet. Preparations should be made be-

fore the testing period to keep noise and other distractions to a minimum. A "Do Not Disturb" sign should be placed on the door to prevent interruptions.

If examinations are to be administered in a classroom, the teacher using the room should be instructed to make sure that the room has been properly prepared. Desks, and shelves under the desks, should have been cleared of all books, papers, and other materials. Charts or maps on the walls and all chalkboard work must be completely covered or removed.

Arrangements should be made in advance to seat the pupils so that each pupil will be clearly visible to the proctor at all times and so that there will be the least possible opportunity for any communication among pupils. Alternate seating of pupils is recommended.

Machine-Scorable Answer Sheets

Machine-scorable answer sheets are provided by the Department for the competency tests in reading and mathematics. The answer sheets may also be hand scored using a scoring overlay provided by the Department. For purposes of machine processing and local data collection, several grids containing spaces for recording various types of pupil identification information have been included on one side of the answer sheets. If the answer sheets are to be machine scored, it is essential that written instructions about the completion of these grids be prepared by the school and provided to all proctors administering the tests. Such instructions should be based on careful consideration of the types of pupil and score information the school needs to have, as well as the requirements of the scoring center that the school is using.

Machine-scorable answer sheets may be used for the objective portions of any Regents examination. Such answer sheets must be provided and scored by the school. Because many Regents examinations do not lend themselves to machine scoring, care must be taken to see that pupils are not placed at a disadvantage because of the use of inappropriate answer sheets. When machine-scorable answer sheets for Regents examinations are used, instructions for the use of the answer sheets should be developed and provided to the proctors administering the examinations.

Special Examination Arrangements

1. *Non-Handicapped Pupils.* Principals may at their discretion make reasonable special arrangements with respect to the administra-

tion of Regents examinations and competency tests to non-handicapped pupils. For example, a pupil who is confined because of illness may have the examination administered at the pupil's home or at a hospital by a proctor designated by the principal and may also have the time limit of the examination extended. Prior permission for the special administration of examinations to non-handicapped pupils because of exceptional circumstances need not be obtained from the Department, but a full report of the circumstances should accompany the Regents Examination and Competency Test Report.

2. *Handicapped Pupils.* Information concerning the special arrangements that may be made when administering Regents examinations and competency tests to handicapped pupils is contained in Appendix V.

Conflicts

A pupil desiring to take more than one examination scheduled for the same session may do so, provided the principal is satisfied that the pupil's physical strength is not overtaxed thereby.

Appropriate adjustments may be made by the principal in the time schedule, but due caution must be exercised to prevent communication between the examinee and pupils who took the test at the regularly prescribed time. Arrangements should be made for supervised lunch and rest periods.

A pupil may not be allowed more time for an examination than is indicated on the examination booklet solely because of an examination conflict.

Conducting the Examinations

Time Regulations

The specific hours during which Regents examinations and competency tests must be administered are indicated on the examination schedules and on the examinations themselves. During the regular school year, examinations will generally be scheduled for 9:15 a.m. or for 1:15 p.m. In August, examinations will generally be scheduled for 8:30 a.m. or for 12:30 p.m. To allow sufficient time for giving directions and distributing examination materials, pupils should be instructed to be in their seats at least 15 minutes before the time specified for starting each examination.

Schools wishing to begin Regents examinations and competency tests earlier than the specified time may do so at the discretion of the principal. However, regardless of the actual starting time, no pupil shall be permitted under any circumstances to enter any examination after, nor leave any examination before, the following hours:

Uniform Statewide Admission Deadlines

	Morning Examinations	Afternoon Examinations
January, June	10:00 a.m.	2:00 p.m.
August	9:15 a.m.	1:15 p.m.

The purpose of this regulation is to remove any possibility of the exchange of information among pupils at different examination centers, and strict conformity by all schools is essential.

All pupils who arrive at a Regents examination or competency test after the time scheduled by the school for the examination to begin, but before the uniform statewide deadline established above, should be admitted to the examination by the principal. Such latecomers for Regents examinations are not generally entitled to have the closing time extended. However, if pupils admitted before the deadline hour were late because of extenuating circumstances beyond their control, the principal is authorized to extend the closing time of the Regents examination for these pupils. Further, when a Regents examination is administered under special conditions to a pupil who is handicapped, injured, or ill, the time may be extended at the discretion of the principal in order to allow the pupil reasonable time to complete the Regents examination under the special examination conditions.

Latecomers for the competency tests should be given as much time as needed to complete the tests. Although each competency test is scheduled for administration during a three-hour session, there are no time limits for the tests.

Use of Slide Rules, Calculators, and Foreign and English Language Dictionaries

Pupils may use slide rules during the science Regents examinations, but slide rules can be used only for checking purposes during the mathematics Regents examinations. Calculators may be used during the

science Regents examinations, but they can *not* be used in any manner during the Regents examinations in mathematics and business subjects.* With the exception of handicapped pupils, slide rules and calculators may *not* be used by pupils taking the competency test in mathematics. Information concerning the use of slide rules and calculators by handicapped pupils is contained in Appendix V.

Foreign language and English language dictionaries may not be used by pupils during either the Regents examinations or the competency tests.

Performance Subtests

The Regents examinations in earth science and in the modern foreign languages include subtests that require an evaluation of performance prior to the administration of the written sections of the examinations. Earth science teachers are expected to administer the laboratory performance test in accordance with instructions provided by the Department, and foreign language teachers are expected to evaluate each pupil's oral competence in accordance with published guidelines. Copies of the appropriate instructions and guidelines may be obtained from the Bureau of Elementary and Secondary Testing Programs.

Pupils who repeat an examination in earth science or in a modern foreign language need not repeat the performance subtest if the results of the initial testing are a matter of official record. This means that performance subtest scores should be kept on file by the principal.

Distribution of Teacher Dictation Copies

The teacher dictation copies for those Regents examinations that test listening skills or auditory comprehension should be distributed one

---

* The following guidelines must be observed when a school allows the use of calculators during science Regents examinations.

1. If any pupil uses a calculator during a science Regents examination, all pupils must be provided access to a calculator during the examination session, either by pupils sharing calculators or the school providing them.
2. All calculators brought to the examination room must be checked before the examination begins to ensure that the memory and programming units of the calculators do not contain any prerecorded information. If so, proctors must "clear" all prerecorded information from the calculators.
3. If pupils share calculators, proctors must "clear" all prerecorded information from the calculators when they are passed from one pupil to another.

hour before the scheduled starting time to the proctors who will administer the examinations. This will give the proctors sufficient time to familiarize themselves with the materials in the teacher dictation copies before the beginning of the examinations.

Pupil Declaration

Each pupil writing Regents examinations and competency tests other than the competency test in writing is required to sign the following declaration.

"I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination, and that I have neither given nor received assistance in answering any of the questions during the examination."

For the competency test in writing, the declaration has been modified since it must be signed at the beginning of the examination session.

The declaration for each examination is printed on the answer sheet or the examination booklet provided by the Department for that examination. The proctor should check to be sure that each pupil has signed the declaration before the pupil leaves the examination room. Examination papers lacking a signed declaration should not be scored.

Supervision of Pupils

1. *Admission of Pupils to Examination Room.* Pupils who are taking Regents examinations and competency tests should be under close supervision at all times during the examination session. When pupils enter the examination room, all unauthorized materials brought into the examination room should be inspected to make sure that the materials do not contain any notes or printed material that would give the user an unfair advantage. Information concerning the materials that pupils may bring into the examination room is contained in the section of this manual entitled "Materials Provided by School and by Pupils" (pg. 13).
2. *Communication Between Pupils.* Pupils must not be permitted to communicate with one another in any way during the examination period. If, in the opinion of the proctor, any such communication has occurred, the pupils should be warned or, if necessary, moved to another location. If these steps fail to end the communication, the principal should be notified immediately.

3. *Aid to Pupils.* No one, under any circumstances, may interpret or explain examination questions to pupils, nor may anyone criticize or review the answer paper of a pupil while the examination is in progress. In response to inquiries by pupils concerning the meaning or interpretation of examination questions, proctors should advise them to use their own best judgment.
4. *Clock.* A clock should be in sight of all pupils. If this is not possible, it is the duty of the proctors to indicate the time on the chalkboard at intervals not exceeding 1/2 hour throughout the examination period.
5. *Temporary Absence from Examination Room.* No pupil may be permitted to leave and then return to the examination room during any session of the examination unless accompanied by a proctor. Pupils who withdraw from the sight of the proctor during any examination session must have their examinations for that session terminated. Any examination paper that is removed from the examination room without authorization or that is not submitted to the proctor at the close of the examination must be nullified.
6. *Emergency Evacuation of a School Building.* Evacuation of a school building during an examination may be required because of an emergency, such as a fire alarm or a bomb threat. In any situation in which the safety of the pupils is endangered, the principal has full authority to interrupt the examination immediately. If it is possible, the pupils should be kept under supervision during the emergency. Then, if work can be resumed, the time for the examination should be extended so that the pupils will be allowed their full time for the examination. Following the examination, a report of the circumstances should be made to the Bureau of Elementary and Secondary Testing Programs.

Fraud

Fraud includes the use of unfair means to pass an examination, giving aid to or obtaining aid from another person during an examination, alteration of any Regents credential, and intentional misrepresentation in connection with examinations or credentials. Attention is called to section 225 of the Education Law, which makes fraud in examinations a misdemeanor.

If, in the judgment of the principal, a pupil has been found guilty of committing or of attempting to commit fraud in an examination, the principal is authorized to cancel the pupil's examination. The pupil should be excluded from any subsequent examination until such time as the pupil has demonstrated by exemplary conduct and citizenship, to

the satisfaction of the principal, that the pupil is entitled to restoration of this privilege. When credit is cancelled, no score should be entered on the pupil's permanent record.

Before such penalty is applied, the pupil accused of fraud shall be given an opportunity to make satisfactory explanations and to meet with the local board of education, or a person designated by such board, together with the pupil's parents and (if so desired by the parents) an attorney, all of whom shall be given the opportunity to ask questions of the school officials and any other person having direct personal knowledge of the facts. The principal shall report promptly to the Bureau of Elementary and Secondary Testing Programs the name of each pupil penalized under this regulation, together with a brief description of circumstances and the final action taken.

Instructions to Pupils

General Instructions

Before a Regents examination or a competency test begins, the pupils should be advised:

1. To remove all books, notes, or other aids from their reach or sight during the examination
2. To read the questions carefully and to follow instructions
3. To make sure that they have completely filled in the heading of the answer sheet or answer booklet
4. To use a pen in writing their answers, with the following exceptions:
   a. Making drawings and diagrams
   b. Marking machine-scorable answer sheets
   c. Circling tentative answers on the science answer sheets
5. Not to use red ink or red pencil
6. Not to erase answers written in ink, but to cross out the original answer with a single line and then write the new answer
7. To sign the pupil declaration at the proper time

Specific Instructions

The specific instructions for administering each Regents examination and competency test are provided on pgs. 21–25. If a Regents

examination or a competency test is offered in "Restricted Form," a separate set of instructions is provided with the examination.

Bookkeeping and Accounting II

Distribute one answer booklet to each pupil. Have the pupils complete the heading and read the directions on the cover of the answer booklet. Then distribute one examination booklet, face up, to each pupil, and have the pupils read the directions on the cover. Then instruct the pupils to open their examination booklets and begin work.

The examination must be concluded exactly 3 hours after the actual starting time. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer booklets. Then collect the examination booklets and dismiss the pupils.

Business Law

Distribute one examination booklet, face up, to each pupil. Instruct the pupils to read the directions on the cover, carefully remove the answer booklet which is stapled in the center of the examination booklet, and fill in the heading on the answer booklet. When each pupil has finished filling in the heading, instruct the pupils to open their examination booklets and begin work.

The examination must be concluded exactly 3 hours after the actual starting time. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer booklets. Then collect the examination booklets and dismiss the pupils.

Business Mathematics

Distribute one test packet, face up, to each pupil. Have the pupils remove the booklet for Part I, the Rapid Calculation Test, from the test packet, write their name in the space provided and read the directions on the cover of the booklet.

Then instruct the pupils to open the booklet and begin work on the Rapid Calculation Test.

After exactly 15 minutes, instruct the pupils to stop working and put their pens down. Collect the Rapid Calculation Test immediately.

Instruct the pupils to fill in the heading of the answer booklet for Parts II, III and IV of the examination and read the directions on the cover of the examination booklet for Parts II, III and IV. When they have finished, tell the pupils that they will have 2 hours and 45 minutes in

which to complete the examination, and instruct them to open their examination booklets and begin work.

The examination must be concluded exactly 2 hours and 45 minutes after the actual starting time for Parts II, III and IV. If pupils remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer booklets. Then collect the examination booklets and dismiss the pupils.

Shorthand II and Transcription

Complete directions for administering this examination are included in the Teacher Dictation Copy.

The school must provide each pupil with a supply of good quality bond paper, carbon paper, and one envelope (large or small).

Comprehensive Examination in English

Distribute one examination booklet, face up, to each pupil. Also distribute the paper on which pupils will write their answers for Part II and Part III. Instruct the pupils to read the directions on the cover of the examination booklet and to detach the answer sheet and fill in the heading.

If the examination contains a Listening Section, follow the directions for administering the Listening Section which are included in the Directions for Teachers. If the examination does not contain a Listening Section, instruct the pupils to open the examination booklet and begin work.

The examination must be concluded exactly 3 hours after the actual starting time. (The starting time is the time when the proctor begins the administration of the Listening Section, if included in the examination.) If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer papers. Then collect the examination booklets and dismiss the pupils.

Comprehensive Examination in French
Comprehensive Examination in German
Comprehensive Examination in Hebrew
Comprehensive Examination in Italian
Comprehensive Examination in Spanish

The directions for distributing the test materials and administering Part 1 and Part 2 are included in the Teacher Dictation Copy for each

examination. After Part 2 has been completed, the pupils should be instructed to continue with the rest of the examination.

Each examination must be concluded exactly 3 hours after the actual starting time for Part 1. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer booklets. Then collect the examination booklets and dismiss the pupils.

Comprehensive Examination in Latin

Distribute one examination booklet, face up, to each pupil. Instruct the pupils to read the directions on the cover and to detach the answer sheet and fill in the heading. When each pupil has finished filling in the heading, instruct the pupils to open their examination booklets and begin work.

The examination must be concluded exactly 3 hours after the actual starting time. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer sheets. Then collect the examination booklets and dismiss the pupils.

Ninth Year Mathematics
Tenth Year Mathematics
Eleventh Year Mathematics
Sequential Mathematics, Course I
Sequential Mathematics, Course II
Sequential Mathematics, Course III

For each examination, distribute one examination booklet, face up, to each pupil. Instruct the pupils to read the directions on the cover, detach the answer sheet (and reference table, if applicable) and fill in the heading of the answer sheet. Also distribute graph paper and the paper on which the pupils will write their answers to Part II (and Part III for Sequential Math, Course II). When each pupil has finished filling in the answer sheet heading, instruct the pupils to open their examination booklets and begin work.

Each examination must be concluded exactly 3 hours after the actual starting time. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer papers. Then collect the examination booklets (and reference tables, if applicable) and dismiss the pupils.

Biology
Chemistry
Earth Science
Physics

For each examination, distribute one examination booklet (and reference table for Earth Science), face up, to each pupil. Instruct the pupils to read the directions on the cover, detach the answer sheet and fill in the heading, and for chemistry and physics, carefully remove the reference tables from the center of the examination booklet.

Emphasize that only a pencil should be used in circling the tentative answers on the answer sheet and that a pen should not be used until the pupil is ready to submit the final answers at the end of the examination. When all pupils understand the directions for marking their answers, instruct them to begin the examination. The proctor should check carefully during the examination to ensure that only pencils are being used.

When a pupil is ready to mark the final answers, the proctor should check the answer sheet to see that the right number of groups of questions has been selected for Part II, and then collect the examination booklet and reference table (if applicable). Instruct the pupil to place an X *in ink* in the single penciled circle for each Part I and Part II question answered and to sign the declaration. When the final marking of the answer sheet is completed, collect the answer sheet and dismiss the pupil.

Comprehensive Examination in Social Studies

Distribute one examination booklet, face up, to each pupil. Instruct the pupils to read the directions on the cover and to detach the answer sheet and fill in the heading. Also distribute the paper on which the pupils will write their answers to the Part II and Part III questions. When each pupil has finished filling in the answer sheet heading, instruct the pupils to open their examination booklets and begin work.

The examination must be concluded exactly 3 hours after the actual starting time. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer papers. Then collect the examination booklets and dismiss the pupils.

Regents Competency Test in Reading
Regents Competency Test in Mathematics
Regents Competency Test in Writing

Complete directions for administering the competency tests are included in the Directions for Administering and Scoring for each of the tests.

There are no time limits for the competency tests, although each test is scheduled for administration during a 3-hour examination session. For most pupils, the working time for each test will be less than 3 hours. However, pupils should be given as much time as necessary to answer as many questions as they are capable of answering.

Administering Examinations to Handicapped Pupils

Large-Type Examinations

In general, large-type examinations should be administered according to the same procedures as those used for regular examinations. Large-type examinations are exact reproductions (140% enlargements) of the regular examinations. They have the same directions, questions, etc. as the regular examinations. They may be administered in the same room at the same time and with the same directions as those used for the regular examinations.

Braille Examinations

The braille examinations require no special directions to pupils. The proctor administering a braille examination does not need to be able to read braille. The examination booklet provides the pupil with complete directions and descriptions. The questions provided for braille examinations are the same as those on the regular examinations. All questions are numbered exactly the same as those on the regular examinations. Separate or special answer sheets are not provided with copies of braille examinations. The pupil may answer the questions in any manner appropriate and familiar to the pupil. The pupil may write, type, or braille the answers, dictate them to a proctor or a mechanical recording device, or use any combination of these methods.

When a braille examination is prepared by the Department, any question omitted because it could not be reproduced in braille is clearly indicated in braille on the examination booklet and in type on the scoring key. When questions are omitted, the credits are prorated on a special

scoring key that is enclosed with the braille booklet and do not need to be prorated by the person scoring the examination.

Reader-Administered Examinations

The regular examination booklet should be used when a proctor "reads" an examination to a pupil. The principal should provide the proctor with an examination booklet one hour in advance of the required starting time so that the proctor can become familiar with the examination questions before reading them to the pupil.

When an examination is being read to a handicapped pupil, questions that cannot be answered because of the pupil's handicap should be omitted and the credit prorated. The decision as to which questions, if any, are to be omitted should be made for each pupil in terms of the specific nature of the pupil's handicap. The decision should be made, and approved by the principal, when the proctor is reviewing the examination questions prior to the beginning of the examination. Credits for questions omitted on a reader-administered examination, therefore, will need to be prorated by the person scoring the examination. (See "Prorating Credit for Handicapped Pupils," pg. 30.)

Reference Materials for Regents Examinations

All information normally provided to a pupil taking a Regents examination should be provided for the handicapped pupil. All reference materials for Regents examinations — tables, charts, graphs — are available in large type and in braille. These materials will be supplied with the braille or the large-type examinations. When an examination is "read" to a pupil, the proctor may "read" the required reference information to the pupil as long as it does not give the pupil an unfair advantage. Any question for which the information cannot be provided without directly or indirectly indicating the answer should be omitted and the credit prorated.

Administering Restricted Examinations

Safeguarding and Distributing Examination Materials

Instructions for the administration of restricted forms of Regents examinations and competency tests are provided in the examination

shipment. Extreme care must be taken to assure that all copies of restricted examinations can be accounted for at all times. If necessary, a written record of individual booklet numbers should accompany the transfer of examinations from the principal to the deputies. Under no circumstances should copies of the examinations be left unattended.

Each restricted examination booklet will be enclosed in a sealed envelope which must be distributed to the pupil with the seal intact. Each pupil is to break the seal of the envelope at the time designated. *Deputies, proctors, and teachers are not permitted to open an examination envelope or to read the questions in an examination booklet for any reason except to assist a handicapped pupil.* *(See page 28.)*

Answer sheets for restricted Regents examinations are included in each examination envelope as the last page of the examination booklet. Answer sheets for restricted competency tests are provided separately and are not included in the examination envelope.

Replacing Defective Examination Booklets

In case a pupil should receive a defective examination booklet, the proctor should provide the pupil with a new envelope. The pupil should break the seal and write the new examination booklet number on the answer sheet above the old number. The pupil will then seal the defective examination booklet in its original sealed envelope. The proctor should write "Contains defective booklet" on the sealed envelope. All defective booklets should be reported in writing to the Bureau of Elementary and Secondary Testing Programs. The report should include the name of the pupil and the booklet number. (The same procedure should be followed in the case of a defective answer sheet for a Regents examination.)

Collecting and Rating Examinations

When each pupil completes the examination and is ready to hand in the examination materials, the proctor should first collect the pupil's answer sheet. The answer sheets for restricted examinations should be scored at the school using the scoring keys provided by the Department.

Each pupil should then be instructed to reseal the examination booklet in the envelope, following the instructions printed on the blue label which is included in each restricted examination envelope. The instructions printed on the label direct the pupil to:

1. Replace the examination booklet (but not the answer sheet) in the envelope so that the booklet number printed in the lower left-hand corner of the booklet appears in the window of the envelope.
2. Remove the backing from the gummed label and apply the label across the flap in the space outlined by dotted lines.
3. Sign his or her name across the label and onto the envelope.

If a pupil accidentally seals the answer sheet in the envelope or seals the envelope without enclosing the examination booklet, the pupil should be instructed to open the envelope and remove the answer sheet or enclose the examination booklet, as the case may be, and then reseal the envelope with a new gummed label. The proctor should note on the front of the envelope the reason for reopening the envelope. All errors in envelope procedures should be reported in writing to the Bureau of Elementary and Secondary Testing Programs. The report should include the name of the pupil, the booklet number, and the reason for the irregularity.

All examination booklets must be returned to the Department, unused booklets in the sealed envelopes and used booklets in envelopes with the gummed label properly attached and signed.

Administering Restricted Forms to Handicapped Pupils

Restricted forms of Regents examinations are available in both large type and braille and may also be "read" to handicapped pupils. When administering a restricted form to a handicapped pupil, a proctor should follow the same procedures as those followed when administering non-restricted forms to handicapped pupils. (See "Administering Examinations to Handicapped Pupils," pg. 25.) In addition, the proctor should follow the special procedures outlined in the preceding sections for administering restricted examinations to non-handicapped pupils. The only exception permitted is when a pupil cannot read a question or a word on a braille examination. In this instance, the proctor may break the seal on an envelope containing a restricted booklet and use the booklet to read the question or questions to the pupil. As soon as the examination is over, the proctor must reseal the examination booklet in the envelope and attach a signed explanation to the envelope.

RATING, REPORTING AND DEPARTMENT REVIEW OF REGENTS EXAMINATIONS AND COMPETENCY TESTS

Rating Examination Papers

Principal's Responsibility for Rating

The principal is responsible for establishing rating procedures that will assure reasonable confidence in the accuracy of the scores assigned to the answer papers by individual teachers or by committees of teachers. The principal is responsible for the rating of all papers written in the school, including papers written by persons admitted to examinations in subjects not regularly taught in the school, papers written by persons not enrolled in the school, and papers written in braille.

Rating Regents Examinations

When answer papers are handed in, they must in no case pass from the custody of the teachers until the rating has been completed. As far as practicable, the cumulative system of rating should be used. That is, the number of credits allowed any answer should be added to the preceding total and the total cumulative score written at the right-hand side of the paper at the end of each answer. Teachers must use red pen or red pencil. In the scoring of objective questions, all incorrect and omitted answers should be distinctly marked by the teachers. If the examination provides for fractional credit and the total score involves a fraction of 1/2 or more, the total score should be raised to the next highest integer; if the total score involves a fraction less than 1/2, the fraction should be dropped. The initials of the teacher rating each answer paper should be clearly written on the paper. Where an answer key is provided by the Department, teachers must rate strictly according to the key. Credit may be allowed for other answers only if they are clearly equivalent to the key answer. Credit may *not* be given for other answers that the teacher may consider merely "possible" or "reasonable."

Guides for rating Regents examinations are available for some subject areas. At present, rating guides are available for only business subjects, mathematics, and social studies. In the interest of uniform rating standards, all teachers involved in rating Regents examinations should be thoroughly familiar with the instructions in these guides. Copies may be ordered directly from the Bureau of Elementary and Secondary Educational Test Development. Directions for teachers concerning the rating

of the comprehensive English, the foreign languages, and the science Regents examinations are included with the scoring keys that the Department provides for these Regents examinations.

Rating Competency Tests

Reading and Mathematics. The procedures to be followed when either hand scoring or machine scoring the answer sheets for the competency tests in reading and in mathematics are included in the Directions for Administering and Scoring provided with each of the tests. It should be noted that for the competency test in mathematics, Part A must be hand scored before the answer sheets can be machine scored.

Writing. Before beginning the rating process for the competency test in writing, the principal of each school should set up a procedure for collecting and processing the answer papers. The rating should be completed as soon as possible after the administration of the test, but only after teachers have had sufficient time to become familiar with the method of rating the answer papers. Detailed directions for rating the answer papers are included in the publication, *Regents Competency Test in Writing: Directions for Administering and Scoring.*

Rating Examination Papers for Handicapped Pupils

To the fullest possible extent, the same standards should be used to rate the Regents examination and competency test answer papers of handicapped pupils as are used to rate the papers of other pupils. The principal may authorize variations only if they are required by and consistent with approved modifications in testing procedures.

Prorating Credit for Handicapped Pupils

When questions must be omitted from an examination for a handicapped pupil, the credits for the questions omitted must be prorated by the person rating the examination. An illustration of the computation procedures to be followed when prorating credits for omitted questions is illustrated by the example on the next page. The example is for a handicapped student who was authorized by the principal to omit 10 questions worth one credit each. The pupil obtained 60 credits out of the remaining possible total of 90 credits. The prorated score, therefore, is 67 percent.

$$\text{Prorated Examination Score} = \frac{\text{Pupil's actual score on required questions}}{100 - \text{credit value of omitted questions}} \times 100$$

$$\text{Prorated Examination Score} = \frac{60}{100 - 10} \times 100 = \frac{60}{90} \times 100 = 67\%$$

Passing Scores

The minimum passing score for Regents examinations and for the competency tests in mathematics and writing is 65 percent. The minimum passing score for the competency test in reading may vary from one test to another because of differences in the readability levels of the passages used and differences in the number of passages included on particular tests. Regardless of the specific raw score that is required to pass a particular competency test in reading, the meaning of the passing score does not change. It represents a 65% likelihood of success in reading with comprehension the prose materials typically used in required high school courses.

Recording Examination Scores

General Information

Because the Department does not keep any record of Regents examination and competency test scores, it is most important that the permanent records maintained by the school be complete and accurate. Each time that a pupil takes an examination at the scheduled time under proper supervision, the name of the examination, the date of administration, and the score must be entered on the pupil's permanent record, unless the score has been cancelled because of fraud.

If a pupil who has failed an examination retakes the examination and achieves a passing score, the local district may make the decision to record only the higher score on the pupil's transcript. (All scores *must* be recorded on the *permanent record.*) If the pupil should take the examination again to raise the score but achieves a lower score, the

pupil's option to have only the highest score reported on the transcript should be honored. These decisions should be made in consultation with the pupil, and the pupil's choice of score for official transcript purposes should be respected whenever possible.

Regents Examinations

No examination score should be entered as a Regents examination score unless it has been obtained on a Regents examination or an examination prepared or approved by the Department for Regents credit. For example, scores obtained on examinations such as the Statewide Achievement Examination in Social Studies, the Examination in General Chemistry, the Typewriting Competency Tests, or the Examination in Cosmetology are not Regents examination scores and must *not* be recorded on the permanent record as Regents examination scores.

Competency Tests

For the competency tests in reading and in mathematics, the school should record the raw score obtained by the pupil and indicate whether the raw score is a passing or failing score. (Example: If a pupil answered 48 questions correctly on the competency test in mathematics, record a raw score of 48 and the letter P to indicate that the raw score is a passing score.)

For the competency test in writing, the school should record the score obtained by each pupil, which is expressed in terms of a percentage, and indicate whether the score is a passing or failing score. *For those pupils whose writing answer papers are sent to the Department for review, the scores should not be recorded on the permanent record until the school has received the official results of the rating review from the Department.*

Examination Reports and Return of Examination Materials

Regents Examination and Competency Test Report

A Regents Examination and Competency Test Report Form must be submitted after each examination period by the principal of each school that had pupils taking Regents examinations and/or competency tests.

The examination results for all pupils must be reported by the school from which the pupils are expected to graduate, even though the examinations may have been ordered and administered by the principal of another school. When a principal orders examinations for pupils expecting to graduate from another school, two report forms will be sent, one for the principal's own school and one for the other school. The report form for the other school should be given to the principal of that school, who should be instructed to complete the report form and return it to the Department. Thus, each report form should contain the examination results for only one school.

Special instructions are provided with the report form regarding examination results for pupils tested in BOCES centers.

The principal of each school is required to sign the form. By signing the form, the principal is certifying that the rules and regulations for administering Regents examinations and competency tests were faithfully observed.

The information required in the report for Regents examinations includes the number of papers written and the number passing in each subject, and the total enrollment in each subject for which the Regents examination is appropriate. Data about every Regents examination administered, for whatever purpose, must be included in the report. (However, the form should *not* be used to report the administration of experimental examinations or other examinations administered in lieu of Regents examinations, even if Regents examination credit is allowed.)

The information required in the report for the competency tests includes the number of papers written and the number passing for each subject. When completing the report for the test in writing, the principal should report the requested data based on the school rating of the answer papers. If the data changes as the result of the Department evaluation of the rating of the answer papers, the necessary changes will be made on the report form by the Bureau of Elementary and Secondary Testing Programs.

High School Graduation Report

The High School Graduation Report must be submitted to the Department by the principal of each school that is authorized to award high school diplomas. The report should be completed at the end of the

school year and returned to the Bureau of Elementary and Secondary Testing Programs by first-class mail on or before July 10.

The report enables the Department to determine the number of local high school diplomas, Regents diplomas, and certificates issued during each school year as well as the number of "diploma candidates" who did not receive local high school diplomas and the reasons why they did not receive such diplomas.

Score Distribution Reports

In order for the Department to prepare tables of percentile equivalents and to compute means, standard deviations, and reliability coefficients for Regents examinations, it is necessary to gather a sample of Regents examination scores. To accomplish this, principals are asked to complete, for each June Regents examination period, a Score Distribution Report for each subject in which papers are being submitted for Department review. Thus, the random sampling procedures used to select the review sample are also used in gathering Regents examination scores. The Score Distribution Report is a machine-readable form, and it is sent to the principal with the notice of papers to be submitted for Department review. The completed form should be returned in the Regents box.

Deputy and Proctor Certificate

Each deputy and proctor must certify, by individually signing this certificate, that the rules and regulations for administering Regents examinations and competency tests were faithfully observed.

Evaluation Reports for Regents Examinations and Competency Tests

One of the main sources for improving Regents examinations and competency tests is the evaluations provided by the teachers who use the examinations. The teachers and test development specialists who prepare the examinations review and study these evaluations before preparing each new examination. To facilitate the evaluation process, evaluation forms are enclosed in each Regents box. These forms should be distributed so that all teachers who use Regents examinations and competency tests may have the opportunity, if they wish to do so, to

comment on the examination materials and the procedures for administering the examinations. All completed forms should be returned in the Regents box.

Return of Regents Examination and Competency Test Materials

The following materials should be returned in the Regents box:

1. Regents examination and competency test answer papers indicated by the review request form (In August, all answer papers should be returned.)
2. White answer papers, gridded identification sheets, and the student declaration sheets for all pupils who received scores of 60% and above on the competency test in writing (Please follow the Directions for Returning Materials for the Regents Competency Test in Writing when returning answer papers. The answer papers for those pupils who obtained scores of 59% or below should be retained on file in the school for one year.)
3. Regents Examination and Competency Test Report (Return only the yellow copy in the Regents box. The white copy should be returned by first-class mail to the Bureau of Elementary and Secondary Testing Programs as soon as possible after the January and June examination periods.)
4. Score Distribution Reports (June examination period only)
5. Deputy and Proctor Certificate
6. Evaluation forms for all Regents examinations and competency tests administered (Do not fold.)
7. All copies, used and unused, of restricted forms of Regents examinations
8. All copies of braille and large-type materials
9. Padlock keys (Please insert padlock keys into the envelope provided before placing them into the Regents box.)

Return all Regents boxes as soon as possible after the examination period. Each school must pay for the return shipment of its Regents boxes. The boxes may *not* be returned collect. The smaller boxes (50 lbs. or less) may be returned by United Parcel Service (UPS). The large boxes may be returned by any other transportation company. Regardless of the method used, the school must call the transportation company, make the necessary arrangements, and pay for the return shipment.

Department Review of Examination Papers

Regents Examinations and Competency Tests in Reading and Mathematics

At the conclusion of each examination period, each school administering Regents examinations and/or the competency tests in reading and in mathematics is required to submit for review both the passing and the failing answer papers written in certain subjects. In January and June, a random sampling procedure is used so that the subjects selected will vary from school to school and from year to year. Under this sampling procedure, every answer paper written in a school is equally likely to be selected regardless of which papers may have been reviewed in previous years. Each school is sent a Review of Regents Examinations and Competency Tests request form that indicates the answer papers that must be returned to the Department. In August, schools are asked to return the answer papers in all subjects.

Principals are required to make the necessary arrangements to have those answer papers requested shipped promptly to the Department in the Regents box. The papers in each subject should be packaged separately, and the papers in each package should be in alphabetical order. The entire package may be alphabetized together or each class may be alphabetized separately. Only the papers in subjects requested for review should be submitted. All papers not requested to be sent in for Department review must be retained in the school files for at least one year. Any or all of these papers may be called for review during this period.

The answer papers submitted by schools are carefully reviewed by a special group of experienced classroom teachers, under the supervision of Department staff. It is Department policy to call to the attention of the principal any mechanical error, no matter how small. Therefore, the Department reviewer first checks the scoring of the multiple choice and the short-answer questions and the addition of scores. If any mechanical error is found, the error is indicated on the outside of the answer paper by crossing out the teacher's rating and entering the corrected rating, with the notation "mech." Then the Department reviewer rates the essay part of the examination, indicating cumulative scores in blue pencil. Allowance is made for reasonable differences of professional judgment. If no important differences are found between Department review and teacher rating (corrected for mechanical errors, if necessary), no further indication is made on the paper. If the differences in the

rating of essay questions seem unduly large, however, the final Department score is placed on the outside of the paper and circled for the attention of the principal.

It is expected that when an error in rating has been made by the school, the principal will correct the score on the pupil's permanent record. In some cases, after reevaluation of the essay portion of a Regents examination answer paper, the principal may decide to assign a score different from the Department scores. The criterion shall be that, in the judgment of the principal, the score finally assigned to the paper shall represent a fair and accurate rating of that paper. There is no formal appeal procedure following Department review. No formal report of the score finally accepted by the principal need be made to the Department, nor need the papers be returned to the Department. Nevertheless, the Department will always be glad to explain the standard, rating guidelines, or procedures used by Department reviewers. Questions concerning the rating of papers should be addressed directly to the chief of the appropriate subject bureau.

Competency Test in Writing

All answer papers for those pupils who obtained a mean (average) score of 60% and above on the competency test in writing are to be returned to the Department. The answer papers submitted by each school will be carefully reviewed at the Department by a special group of experienced raters, under the supervision of Department staff. A report containing the official results of the rating evaluation by the Department for each answer paper will be returned to the school. If the Department raters assign a different mean (average) score to an answer paper than was assigned by the school raters , the Department score is the official score that must be recorded on the pupil's permanent record. If a grade 12 pupil who has met all of the requirements for a high school diploma, except for passing the writing test, takes the test in June and is given a passing score by the school raters, the pupil can *not* be issued a diploma until the school receives the official report from the Department indicating that the pupil has passed the writing test. Questions concerning the rating of the answer papers for the competency test in writing should be addressed to the chief of the Bureau of English Education.

Interpreting Examination Scores

Reports Prepared by the Department

The Department publishes two types of statistical reports, one that may be used for interpreting the relative performance of schools or school districts on Regents examinations and competency tests, and a second that may be used to determine how a pupil's Regents examination score compares to the scores of the other pupils that took the same Regents examination. The individual reports prepared by the Department are described below.

1. *Regents examination statistics.* This report provides a statewide summary of the number of papers written, the percent tested of the number enrolled, and the percent passing in each examination. Statistics for the preceding year are distributed each fall.

   This summary can be of considerable value to a school by contributing toward constructive self-evaluation. However, it is well to keep in mind that many factors in addition to the quality of instruction may contribute to the Regents examination record in a specific subject at a specified school. For example, in some schools the established policy with respect to admitting pupils to Regents examinations may differ significantly from average school practice, as indicated by the percent of pupils tested of those enrolled in a subject, which may account in large part for an apparent deviation in that school from the statewide average passing rate. School guidance practices, environmental influences, home background, and similar factors may also have substantial impact on Regents examination scores. Accordingly, Regents examination statistics for each school must be interpreted in terms of the total school situation.
2. *Competency test statistics.* This report is distributed each fall and contains the statistics for the preceding school year. The report provides a statewide summary of the number of papers written and the percent passing each test, and the percentage of the enrollment in the reporting schools that satisfied the testing requirement in each competency area at the time when pupils were first eligible to take the test in that area.
3. *Percentile equivalents for Regents examinations.* A pupil who receives a passing mark in a Regents examination has satisfactorily demonstrated, in the judgment of experienced teachers, the achievement of the objectives of a State course of study. In addition, a pupil's Regents examination score may be used to indicate relative quality of achievement. To accomplish this purpose, however, it is necessary to have the distribution of Regents examina-

tion scores as a basis of comparison. Fundamentally, a test score is relatively high or low only in relation to the scores obtained by other pupils. The tables of percentile equivalents indicate the percentile rank of each possible score for the Regents examinations administered in June of selected years, thus providing a basis for interpreting the relative quality of Regents examination scores in individual subjects.

Remediation for Pupils Who Do Not Pass the Competency Tests

Section 103.2(c)(2) of the Regulations of the Commissioner of Education (see Appendix I) requires that pupils who fail the Regents competency test in reading, mathematics, or writing be provided the appropriate remedial instruction to enable them to pass the test by the time they are otherwise qualified to graduate.

Questions concerning remedial instruction for pupils who do not pass the Regents competency tests should be addressed directly to the chief of the appropriate bureau.

REGENTS CREDIT AND REGENTS ENDORSEMENT OF LOCAL DIPLOMAS

Granting Credit for Regents Courses

The Department does not recommend that the granting of credit for passing a Regents course be based entirely upon Regents examination results. Regents examinations are intended only as partial measures of achievement. Other factors should also be considered in determining whether or not a pupil has satisfactorily completed a Regents course and, therefore, is entitled to course credit that may be used toward a Regents diploma. These factors include the pupil's performance and participation in classroom activities, scores on classroom tests, completion of homework assignments, and similar measures of achievement.

A pupil may be admitted to a Regents examination who has not been enrolled in the Regents course leading to that examination. (See "Admission Requirements," pg. 3.) In admitting the pupil to the Regents examination, the principal is certifying that the pupil has successfully prepared for the Regents examination through independent, out-of-school, or other study. Therefore, by passing the Regents examination, the pupil may be granted the appropriate course credit.

Regents Endorsement of Local Diplomas

General Procedures

A local high school diploma may be given Regents endorsement in recognition and in honor of a pupil's outstanding scholastic achievement, as demonstrated by the successful completion of the requirements outlined below. Eligibility for the endorsement will be determined by the principal on the basis of the pupil's record. The diploma may be endorsed at the time of graduation without awaiting the results of Department review of Regents examination papers. The following is a sample endorsement:

Diploma issued with the endorsement of the

BOARD OF REGENTS

on the basis of successful completion of Regents examinations

Most companies that print local high school diplomas provide seals that indicate Regents endorsement and may be affixed to the local diplomas of eligible pupils.

Schools may issue, if they prefer, a separate Regents diploma. Diploma blanks are furnished by the Department to schools that request them.

Requirements

In order to receive the Regents endorsement, a pupil must complete an approved high school course, including physical education, and must meet the following requirements:

Group 1. Constants

Satisfactory completion of each of the following and the passing of the comprehensive Regents examinations in English and in social studies and either the competency test in mathematics or a mathematics Regents examination:

English	4 units
Social studies	3 units
Mathematics*	1 unit
Science	1 unit
Health	1/2 unit

* This requirement may be satisfied by ninth year mathematics, general mathematics, business mathematics, or the equivalent.

Group 2. Sequence

Satisfactory completion of a three-unit sequence in one of the fields named below, with passing of Regents examinations where they are given:* agriculture, art, business subjects, foreign languages, homemaking, industrial arts, mathematics, music, science, technical subjects, trade subjects .....3 units

Group 3. Electives

Certification by the principal to the successful completion of additional approved courses to make a total of 18 units.

Total .....18 units

Honors Diploma

The words "with honor" may be added to the endorsement if a pupil has earned an average of at least 90 percent in the Regents examinations required under groups 1 and 2. Regents examination marks in other subjects may not be included. For example, if biology is substituted for general science and used to fulfill the one-unit science requirement in group 1, the Regents examination is not required for the diploma.

For the purposes of computing the average, each Regents mark carries a weight of 1; it is not multiplied by the number of units (e.g., English, 92 percent; social studies, 85 percent; tenth year mathematics, 90 percent; eleventh year mathematics, 93 percent; total 360 divided by 4 = 90 percent).

Regents Endorsement Based on College Board Achievement Test Scores

Section 103.1 of the Regulations of the Commissioner of Education (see Appendix I) indicates that College Entrance Board test scores may be accepted in part as a basis for a Regents diploma. The College Board Achievement Test scores that a pupil must obtain to meet the examination requirements for a Regents diploma are given in Appendix III. It should be noted that when granting Regents credit for a subject, a pupil must both successfully complete the Regents course of study for the subject and obtain an acceptable College Board Achievement Test score(s) for the subject in order to obtain Regents credit.

* Passing of the Regents examination in ninth year mathematics or sequential mathematics course 1 is not required for a sequence in mathematics.

Reporting and Review

A report of the number of Regents diplomas endorsed during the school year is included in the High School Graduation Report.

Each year the Department will review the issuance of diplomas by the schools. For that purpose, principals of selected schools will be requested to submit evidence of the academic basis upon which the diplomas were issued. This information may be supplied in the form of transcripts, photocopies of school records, worksheets, or other convenient means at the discretion of the principal.

APPENDIXES

Appendix I

Extracts from the Regulations of the Commissioner of Education

PART 103

Diplomas and Certificates

(Statutory authority: Education Law, § 207)

Section 103.1 College Entrance Examination Board and American College Testing Program scores may be used as a basis for Regents and local diplomas. Scores obtained in examinations of the College Entrance Examination Board and the American College Testing Program, as designated by the commissioner, may be accepted in part as a basis for a Regents diploma and, beginning June 1981, as a basis for the competency test requirements for a local diploma.

103.2 High School diplomas.

(a)*Local diploma.* In order to secure a local high school diploma, the following requirements must be met:

(1) The satisfactory completion of an approved four-year course of study of a minimum of 16 units or their equivalent as determined by the commissioner in a registered four-year or six-year secondary school, including English, social studies including American history, science, mathematics, health, physical education and such other special requirements as are required by statute and established by the Commissioner of Education.

(2) The demonstration of competency in the basic skills:

(i) by passing the following examinations:

(a) effective June 1, 1979 through May 31, 1981, either the Basic Competency Test in Reading or the Regents Comprehensive Examination in English, and either the Basic Competency Test in Mathematics or a Regents examination in mathematics:

(b) effective June 1, 1980 through May 31, 1981, the examinations set forth in clause (a) of this subparagraph, and either the

Basic Competency Test in Writing Skills or the Regents Comprehensive Examination in English:

(c) effective June 1, 1981, either the Regents Competency Test in Reading and the Regents Competency Test in Writing or the Regents Comprehensive Examination in English, and either the Regents Competency Test in Mathematics or a Regents examination in mathematics. Students scheduled to complete high school in June 1981 may meet the testing requirements for reading, writing and mathematics by having passed the Basic Competency Tests in these skills before February 1979; or

(ii) by demonstrating, in the judgment of the school principal, competence in academic skills comparable to that required by subparagraph (i) of this paragraph, through alternative testing techniques satisfactory to the Commissioner of Education, provided that the provisions of this subparagraph shall be limited to pupils with handicapping conditions and pupils whose native language is other than English who first enter, after grade eight, schools where the predominant language of instruction is English. For pupils who graduate after June 1979, each school district or nonpublic school shall report to the State Education Department, within 15 days after any diploma is conferred on the basis of this subparagraph, the name of the recipient of each diploma, the reason for the use of any alternative testing technique, and the nature and results of such alternative testing technique; or

(iii) by demonstrating competence in academic skills comparable to that required by subparagraph (i) of this paragraph, through alternative tests satisfactory to the Commissioner of Education. The provisions of this subparagraph shall be limited to pupils who have not passed the examinations set forth in subparagraph (i) of this paragraph because of extraordinary administrative circumstances not caused by the willful act of the pupil or of a teacher or administrator. Each school district or nonpublic school shall apply to the State Education Department for permission to use such alternative tests, stating the name of the pupil, the reason for the use of any alternative tests or evidence, and the nature and results of such alternative tests. The department shall promptly evaluate such information and advise the district or nonpublic school as to whether such permission is granted or denied.

(b) *Regents diploma.* In order to secure a Regents high school diploma, the following requirements must be met:

(1) The satisfactory completion of an approved four-year course of

study or its equivalent in a registered four-year or six-year secondary school, including English, social studies including American history, science, mathematics, health, physical education and such other special requirements as are required by statute and established by the Commissioner of Education, except that a Regents diploma shall require the satisfactory completion of a total of 18 units in grades 9 through 12.

(2) The passing of Regents examinations in certain specified subjects with certification by the principal to the completion of the remainder of the 18 units, and the demonstration of competency in basic skills in accordance with the provisions of paragraph (2) of subdivision (a) of this section.

(c) *Remedial instruction.*

(1) Regents preliminary competency tests in reading and writing shall be administered to pupils in grade 8 or 9, except those pupils who, in grade 6, obtained scores at or above the 1966 statewide median on the Pupil Evaluation Program tests, or at or above the nationwide median on nationally standardized basic skills tests administered in grade 8 or 9 in the respective basic skill areas. Pupils who score below the designated statewide reference point on one or more of the preliminary competency tests shall be provided appropriate remedial instruction designed to enable them to pass the above-required Regents competency tests by the time they are otherwise qualified to graduate.

(2) Pupils in grade 9 or above who fail the Regents Competency Test in Reading, Writing, or Mathematics shall be provided appropriate remedial instruction designed to enable them to pass the Regents Competency Tests by the time they are otherwise qualified to graduate.

(3) Pupils who fail the Basic Competency Test in Reading, Writing or Mathematics shall be provided appropriate remedial instruction designed to enable them to pass the Basic Competency Tests by the time they are otherwise qualified to graduate.

(4) A pupil who shall be provided remedial instruction, and the parent or guardian of such pupil, shall be notified in writing, by the principal, of the test results and the plan for remedial instruction. Remedial instruction provided as a result of a pupil's performance on the preliminary competency tests administered in the spring semester of 1979 shall begin no later than the beginning of the fall semester of 1979. The remedial instruction provided as a result of a pupil's

performance on the preliminary competency tests administered in the fall semester of 1979, and thereafter, shall begin no later than the spring semester following the test administration. Such instruction provided as a result of a pupil's failure to pass the Basic Competency Tests or the Regents Competency Test shall begin with the spring semester if such tests were administered in January, or no later than the following semester if such tests were administered in June or August.

103.5 Local certificate. A school district or the principal of a nonpublic school may award a certificate to a pupil who is identified as meeting all the criteria of section 200.2 (b) (2) of this Chapter and who completes an appropriate individualized education program. Each school district or principal of a nonpublic school shall report to the State Education Department, within 15 days after the June graduation, the total number and the names of the pupils awarded certificates by each high school in that school year. No other certificates shall be awarded, except for certificates recognizing achievement beyond the high school diploma.

Appendix II

SAT and ACT Scores Acceptable for Meeting Competency Requirements for a Local High School Diploma

Requirement	Test	Subtest	Minimum Acceptable Score
Competency in Reading	SAT	Verbal	310
	ACT	Social Studies Reading	9
		or	
		Natural Sciences Reading	15
Competency in Writing	SAT	Verbal	310
	ACT	English Usage	12
Competency in Mathematics	SAT	Mathematical	350
	ACT	Mathematics Usage	12

Appendix III

College Board Achievement Test Scores Acceptable for Meeting Requirements for a Regents Diploma

The College Board Achievement Test score given below for each Regents subject is the minimum acceptable score that can be substituted for a Regents examination score when a pupil is unable to take the Regents examination because of extraordinary circumstances but has successfully completed the Regents course of study for that subject. For example, if a pupil successfully completes three years of study based on the English Regents curriculum, but is unable to take the Comprehensive English Regents examination, the pupil may be granted Regents credit for English if the pupil obtains scores of at least 410 on both the English Composition and Literature sections of the College Board Achievement Test.

Regents Subject	College Board Achievement Test	Minimum Acceptable Score
English	English Composition	410
	and	
	Literature	410
Social Studies	American History and Social Studies	410
	and	
	European History and World Cultures	430
Mathematics*	Mathematics Level I	470
	or	
	Mathematics Level II	580
Foreign Languages		
French	French	460
German	German	460
Hebrew	Hebrew	530
Latin	Latin	440
Russian	Russian	530
Spanish	Spanish	450
Science		
Biology	Biology	500
Chemistry	Chemistry	510
Physics	Physics	500

* A pupil may obtain Regents credit for a 3-unit sequence in mathematics by successfully completing three years of high school mathematics and obtaining a score of 470 on the Mathematics Level I College Board Achievement Test or a score of 580 on the Mathematics Level II Test.

Appendix IV

Alternative Testing Procedures for Pupils Whose Native Language is Other Than English

The Regulations of the Commissioner of Education permit pupils whose native language is other than English, who first entered after grade eight a school where the predominant language is English, to demonstrate basic language and mathematics skills through alternative procedures. In the areas of reading and writing, the pupils must:

(1) demonstrate reading comprehension and writing skills in their native language at a level comparable to the requirements of the competency tests in reading and in writing, and

(2) demonstrate English language proficiency on examinations designed to measure English as a second language.

In the area of mathematics, the pupils must demonstrate mathematics skills in their native language at a level comparable to the requirements of the competency tests in mathematics.

Reading Comprehension and Writing Skills in the Native Language

To meet the minimum requirements for proficiency in their native language, non-English-speaking pupils may demonstrate a level of competence comparable to that required to pass a three-year modern foreign language Regents examination. If the pupil's native language is French, German, Hebrew, Italian, or Spanish, the languages for which there are Regents examinations, the pupil may pass the appropriate Regents examination.

If the pupil's native language is other than one for which a Regents examination is offered, the principal may use other examinations to determine that the pupil has achieved a level of proficiency in the native language comparable to that required for passing a modern foreign language Regents examination. The principal is also authorized to accept other examination scores in French, German, Hebrew, Italian, and Spanish in lieu of Regents examination scores, since some pupils may not have had an opportunity to take the appropriate Regents examination.

English Language Skills

To meet the minimum requirement for proficiency in English, pupils

may demonstrate satisfactory progress toward mastery of the skills measured in the competency tests in reading and the competency tests in writing by results on a test of English as a second language.

The principal must certify that the pupil has attained an acceptable level of proficiency on a test or tests of English as a second language. The required level of English proficiency increases according to the number of years of English instruction the pupil has received. The pupil should demonstrate satisfactory progress toward the goal of reaching a level of proficiency in English comparable to that needed to pass the competency tests in reading and writing.

Examples of tests of English as a second language are provided on page 52. A brief description of the tests and the recommended minimum scores for one to four years of high school study in English are included.

Mathematics Skills

Pupils may demonstrate proficiency in mathematics in their native language at a level comparable to that required for passing the applicable competency tests in mathematics. Pupils whose native language is Spanish, Chinese, or French presently constitute approximately 95% of pupils who may need alternative testing procedures. Therefore, the State Education Department provides mathematics competency tests in French, Chinese, and Spanish.

If the pupil's native language is other than French, Chinese, or Spanish, the principal may use alternative examinations to determine that the pupil has achieved a level of proficiency in mathematics comparable to the competency tests in mathematics.

Further Information

Further information and technical assistance may be obtained by contacting the bilingual supervisors of the Bureau of Bilingual Education, at the regional offices listed below.

The New York State Education Department
Bureau of Bilingual Education
Albany, New York 12234
518: 474-8775

The New York State Education Department
Bureau of Bilingual Education
2 Pleasant Avenue, West
Lancaster, New York 14086
716: 681-0100

The New York State Education Department
Bureau of Bilingual Education
Valentine and the Plain Roads
Westbury, New York 11590
516: 997-8700 Ext. 370

The New York State Education Department
Bureau of Bilingual Education
Two World Trade Center-Suite 5040
New York, New York 10047
212: 488-7294

SAMPLES OF ESL TESTS

	Comprehensive English Language Test for Speakers of English as a Second Language (CELT)	Orientation in American English Proficiency Test (OAE)	Criterion Referenced English Syntax Test (CREST)
Purpose	Assess English language proficiency	Measure listening, speaking, reading and writing skills	English syntax
Administration	Group	Group	Group
Grade Level	High school and adult	9–12 and adult	4–12
Time	120 minutes	150 minutes	80 minutes
Description	Three multiple-choice tests: Listening, Structure, Vocabulary	Six levels evaluate student's progress in the OAE program	Three multiple-choice tests: beginning, intermediate, and advanced
Authors	Harris, David; Palmer, Leslie	Brinson, Thomas C.	
Copyright Date	1970	1974	
Publisher	McGraw Hill Book Company, International Division, 330 W. 42nd St., N.Y., N.Y. 10036	Institute of Modern Languages, Inc., 2622 Pittman Dr., Silver Spring, Maryland 20910	Board of Education of The City of New York, Office of High Schools
RECOMMENDED MINIMUM SCORES			
Years of ESL Instruction			
1	Combination of 3 sub-test scores for average total of 30%	Level 1 final: score of 65%	12 of 25 objectives on Beginning Level (50%)
2	Combination of 3 sub-test scores for average total of 35%	Level 3 final: score of 65%	20 of 25 objectives on Beginning Level (80%)
3	Combination of 3 sub-test scores for average total of 40%	Level 4 final: score of 65%	20 of 25 objectives on Intermediate Level (80%)
4	Combination of 3 sub-test scores for average total of 45%	Level 6 final: score of 65%	12 of 15 objectives on Advanced Level (80%)

Appendix V

Modification in Testing Procedures for Pupils with Handicapping Conditions

In recognition of the special testing needs of some handicapped pupils, school principals may authorize the use of modified testing procedures in the administration of competency tests and Regents examinations to pupils with handicapping conditions when, in the principal's judgment, such modifications are essential.

Modifications Allowed for the Competency Tests

The table on page 54 provides guidance as to the modifications that may be authorized when the competency tests are administered to pupils with various handicapping conditions. Principals may authorize any of the modifications noted in the table for any handicapped pupil except those identified as handicapped solely on the basis of intellectual ability. In order to be eligible for a modification, a pupil must have been identified by the Committee on the Handicapped of the district as having a handicapping condition, and the need for such modification must be reflected consistently in the pupil's Individualized Educational Program (IEP). For example, if a handicapped pupil is authorized to use a calculator to solve the problems on the competency test in mathematics, such a need should be documented in the IEP with respect to mathematical objectives.

Modifications Allowed for Regents Examinations

The modifications in testing procedures that may be authorized for handicapped pupils taking competency tests may also be authorized for handicapped pupils taking Regents examinations, *with the following exceptions:*

1) Questions designed to measure reading ability in English or a foreign language may be read only to pupils who are visually impaired.

2) Answers to questions designed to measure writing ability in English or a foreign language may be dictated or tape recorded only by pupils who are visually impaired or physically unable to write. Pupils dictating their answers should provide all punctuation, the spelling of more difficult words, paragraphing, etc., so that the same writing skills are being measured for all pupils.

3) Calculators and abacuses can *not* be used by any pupil taking a mathematics Regents examination.

MODIFICATIONS IN COMPETENCY TESTING PROCEDURES FOR PUPILS WITH HANDICAPPING CONDITIONS

Modification in Testing Procedure	Handicapping Condition								
	MR	ED	SLD	OHI	SSLI	D	HH	OI	VI
Time Limit (If Any) Extended or Waived		X	X	X	X	X	X	X	X
Examination Administered in Special Location		X	X	X	X	X	X	X	X
Questions Read to Pupil*			X		X	X		X	X
Answers Recorded in any Manner**			X	X		X		X	X
Pupil Permitted Use of Calculator or Abacus			X						X
Questions Omitted and Credit Prorated									X
Examination Copy Provided in Braille and Large Type									X

Notes

* Includes the use of sign language and cued speech. If possible, an audio or visual tape could be used in administering the reading test.
** Includes the use of a tape recorder or dictation to an amanuensis.

MR — Mentally Retarded
ED — Emotionally Disturbed
SLD — Specific Learning Disabled
OHI — Other Health Impaired
SSLI — Severely Speech/Language Impaired
D — Deaf
HH — Hard of Hearing
OI — Orthopedically Impaired
VI — Visually Impaired

INDEX

	PAGE
Admission deadlines	16
Admission requirements	3
Answer paper	13
Attendance records	3
Bomb threats	19
Braille and large-type editions	7, 25
Calculator	16
Clock	19
Competency test statistics	38
Conflicts	15
Deputy and proctor certificate	13, 34
Diploma requirements	40, 43
Early start of examinations	16
Emergency supplies of examination booklets	12
Emergency evacuation of building	19
Endorsement of local diplomas	40
Evaluation forms	34, 35
Examination centers	1
Fire alarm	19
Fraud	19
Granting Regents credit	39
Handicapped pupils	
alternative testing procedures	15, 53
administering examinations	25
filing diploma reports with Department	44
ordering braille and large-type examinations	7
rating examinations	30
High school graduation report	33
Honors diploma	41
Instructions to pupils	20
Interpreting scores	38
Keys for Regents box	10, 11, 35
Late arrivals	16
Machine-scorable answer sheets	14
Non-English-speaking pupils	
alternative testing procedures	5, 49
ordering examinations	7
Opening examination packages	11

Opening Regents box 11
Ordering examinations 6
Passing scores 31
Pens and pencils 13
Percentile equivalents 38
Performance subtests 17
Place of examination 1, 14
Preparation of examination room 13
Proctors 12
Pupil declaration 18
Pupils to be tested 3
Rating guides 29
Rating procedures 29
Receipt of examination shipment 11
Recording Scores 31
Reference tables 8
Regents diplomas 40
Regents endorsement
  based on Regents examination scores 40
  based on College Board Achievement Test scores 41, 48
Regents examination and competency test report 32
Regents examination statistics 38
Remedial Instruction 39
Required use 4
Responsibility of principal
  administration 1
  rating 29
Restricted forms
  administration 26
  ordering 8
Return of materials 35
Review by Department
  diploma records 42
  examinations 36
Rulers 13
Safeguarding examination materials 9, 26
Schedule 2
Science laboratory requirements 3
Score distribution report 34
Scoring keys 7, 11
Scoring procedures 29

Seating of pupils 14
Slide rules 16
Special examination arrangements 14
Subjects 2
Summer school sessions 6
Supervision of pupils 18
Supplementary orders 9
Time of examination 15
Time extensions 15,16